

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter provides a review of related literature. It includes learning speaking, learning motivation, types of motivation, factors that influence students' motivation, and the lecturers' strategies to motivate the students.

#### 2.1 Learning Speaking

English Language is universally used as a means of communication. So that, English speaking skills should be developed along with the other skills so that these integrated skills will enhance communication competence (*Boonkit, 2010*). Furthermore, Richards in Nirmawati (2015) indicates that, "The mastery of speaking skills in English is a priority for many second-language or foreign-language learners". Therefore, learners often evaluate their success in language learning by the effectiveness of their English course. They will think it effective if they feel that they have improved in their spoken language proficiency. However, learners can deny that they will face problems while learning specific things. Here are several problems that may be faced by students in learning speaking.

According to Brown in Dewi (2016), there are eight problems which make learning speaking is difficult.

1. *Clustering*. Fluency in speaking can be seen by using phrases and not word by word (Brown, 2000:270). When the native speakers are using phrases, it sounds too fast and sometime like speaking new words so that the learners do not get

the point. By learning clustering, the learners can improve their fluency in speaking English and understand what the native speaker says.

2. *Redundancy*. The speaker may give more explanation to make the meaning clearer through redundancy (Brown, 2000:207). Sometime, giving more explanation makes the students get more confused; moreover, for something new or firstly heard. The lecturer sometime needs to explain it by using common language.
3. *Reduced form*. Students sometime get confused when listening to the reduced forms like elision, reduced vowels and etcetera because they are like new words which have not been heard by them.
4. *Performance variables*. The process of thinking in a spoken language has given an advantage to the speaker because it allows the speaker to manifest a certain number of performance, hesitation, pauses, backtracking, and correction. However, the students sometime feel nervous when they process their thinking and express it silently. That would be better if the lecturer gives the trick, such as saying, “You know, I mean, like, and etcetera”, in order to make the students understand better and lose awkward feeling.
5. *Colloquial language*. Firstly, the students must know the words, idioms, and phrases of colloquial language and practice producing these forms. Words, phrases or other forms used in an informal colloquial language need an explanation because sometime it is a name of the thing which cannot be found in English dictionaries.

6. *Rate of delivery.* Rate of delivery becomes one of the characteristics of fluency.

The lecturer should help the students achieve an acceptable speed in teaching speaking because it will make them easy to understand and not to feel awkward to be communicative with the lecturer.

7. *Stress, rhythm, and intonation.* Those three things are the most important characteristics of English pronunciation because different intonations will make different meanings or messages.

8. *Interaction.* The important thing in conversation is interaction because interaction includes negotiation, clarification, attending signal, turn taking, and topic nomination, maintenance, and termination. Without any interaction, the conversation never happens. The lecturer can drill the students to interact with others by providing an activity like role play or simple conversation.

## **2.2 Learning Motivation**

According to Ormrod (2003) Motivation consider as something which can energizes, direct, and sustains behavior; it gets students moving, points them in a particular direction, and keep them going. If people talking about their success -in this case in learning English, they also will tend to mention motivation.

Motivation is a crucial factor in learning a foreign language, which is influenced by different variables: personality, the attitudes of learners, their learning styles (Gilakjani Abbas, et al., 2012). In line with Deci & Ryan, (1985); Lepper, Corpus & Iyengar, (2005) who state that Motivated students tend to have a better learning process and outcome. A number of studies (Lifrieri, 2005); Brown, 2000; Gottfried, Marcoulides, Gottfried, Oliver, & Guerin, 2007) have been

conducted on the structure of motivation. Most of them lead to one conclusion that is motivation contributes to the successful school performance of students. It is easy in second language learning to claim that a learner will be successful with the proper motivation.

From the definition above, motivation can be arising when a person has intention to reach the goal. So, it can lead them to achieve success.

### **2.3 Types of Motivation**

Researchers and theorists in the area of human motivation generally identify two generic classes or types of motivation: extrinsic and intrinsic (e.g., Deci et al., in Ormrod 2001).

#### **2.3.1 Intrinsic Motivation**

Intrinsic motivation is related to an internal willingness to do something for an individual. It is in line with Parson, Hinson, & Brown, (2001) who state that intrinsic motivation exists when an individual works simply because of an inner desire to accomplish a task successfully, whether it has some external payoff or value, or not. An example of intrinsic motivations' situation is given by Ormrod (2003) as follows:

*There is a student who always like math. Trigonometry will help her get a scholarship at state of University but in addition, she truly wants to understand how to use trigonometry. She sees its usefulness for her future profession as an architect. Besides, she's discovering that trigonometry is actually a lot of fun.*

Those student exhibit intrinsic motivation because she is motivated by the factors within herself and inherent in the task she is over performing. Students who are intrinsically motivated may engage in an activity because it gives them pleasure, helps them develop a skill they think is important, or is the ethically and morally right things to do. Students with high level of intrinsic motivation sometimes become so focused on and absorbed in an activity that they lose track of time and completely ignore other tasks (Csikszentmihalyi in Ormrod, 2003).

Students are most likely to show the beneficial effects of motivation when they are intrinsically motivated to engage in classroom activities. Intrinsically motivated students tackle assigned tasks willingly and are eager to learn classroom material, are more likely to process information in effective ways (e.g., by engaging in meaningful learning, elaboration, and visual imagery), and more likely to achieve at high levels (Ormrod, 2003)

Covington & Mueller et. al in Ormrod (2003) have found that students' intrinsic motivation for learning school subject matter declines during the school years. In the early elementary grades, children are often eager and excited to learn new things at school. But sometimes, between grade 3 and 9, children become less intrinsically motivated, and more extrinsically motivated to learn and master subject matter. This decline in intrinsic motivation for academic subject matter is probably the result of several factors. As students move through the grades levels, they increasingly reminded of the importance of good grades (extrinsic motivation) for promotion, graduation, and college admission, and many begin to realize that they are not necessarily "at the top of the heap" in comparison with their peers

(Covington & Mueller in Ormrod, 2003). Furthermore, they become more cognitively able to set and strive for long-term goals, and they begin to evaluate school subjects in terms of their relevance to such goals rather than in terms of any intrinsic appeal. And they may grow increasingly impatient with the overly structured, repetitive, and boring activities that they too often find at school (Battistich et al., in Ormrod, 2003). In addition, intrinsic motivation is ultimately what will sustain the students over the long term: it will encourage them to make sense of and apply the things they are studying, and it will increase the chance that they continue to read and learn about science, history, and others academic subject matter long after they have graduated and ventured out into the adult world (Ormrod, 2003).

### **2.3.2 Extrinsic Motivation**

Extrinsic motivation is operative when an individual is motivated by an external outcome that somehow related to the activity she is engaged (Parson, Hinson, & Brown, 2001). This type of motivation comes from external factors. An example of extrinsic motivations' situation is given by Ormrod (2003) as follows:

*There is one student who detest mathematics and is taking the class for only one reason: Earning a C or better in trigonometry is a requirement for a scholarship at State University; where she desperately wants to go to college.*

Those student exhibits extrinsic motivation: She is motivated by factors external to herself and unrelated to the task she is performing. Students who are

extrinsically motivated may want the good grades, money, or recognition that particular activities and accomplishments bring. Essentially, they are motivated to perform a task as a means to an end, not as an end in and of itself.

Extrinsically motivated students may have to be enticed or prodded, may process information only superficially, and are often interested in performing only easy tasks and meeting minimal classroom requirements (A.E Gottfried et al., in Ormrod, 2003). Extrinsic motivation, perhaps in the form of extrinsic reinforcers for academic achievement or productive behavior, may be essential for getting some students on the road to successful classroom performance. (Ormrod, 2003).

## **2.4 Factors that Influence Students' Learning Motivation**

This section explains about the factors which influence the extrinsic and intrinsic motivation.

### **2.4.1 Factors Influencing Intrinsic Motivation**

According to Ormrod (2003), there are six factors that influence intrinsic motivation.

#### **2.4.1.1 Self-Efficacy**

Students are more likely to be intrinsically motivated to engage in classroom activities when they have high self-efficacy-what some motivation theorists call a sense of competence -about their ability to perform those activities successfully.

In some situations, however, students significantly underestimate their capabilities. Ormrod (2003) identified several factors that affect the development

of self-efficacy and, in the process, derived several strategies for enhancing it in the classroom:

- make sure students master basic skill
- help them make noticeable progress in difficult task.
- communicate confidence in students' abilities through words and action.
- expose students to successful peers.

#### **2.4.1.2 Self-Determination**

Students are more likely to be intrinsically motivated when they have a sense of self determination; in other words, when they have some feeling of *autonomy* regarding the things they do and the directions their lives take (C. Turner in Ormrod, 2003). A sense of self-determination increases the likelihood that students will become actively engaged in class and extracurricular activities and that they will stay in school rather than drop out before graduation (Hardre & Reeve, et al., in Ormrod, 2003). From the definitions above, it can be concluded that self-determination is a feeling when the students enjoy their school task without pressure. It can be because they see their work more like play or they have passion on what they do in the class. Students are more likely to be intrinsically motivated when they have a sense of self-determination about classroom activities. (Ormrod, 2003)

#### **2.4.1.3 Expectancies and Values**

Some theorists (e.g., Eccles et al., in Ormrod, 2003) have proposed that motivation for performing a particular task depends on two variables, both of which



are fairly subjective. The first is students must have a high expectation, or expectancy, that they will be successful. Certainly, students' self-efficacy about their ability to perform a task has a strong influence on their expectation for success. But other factors affect expectancy level as well, including the perceived difficulty of the task, the availability of environment resources and support, the quality of instruction, and the amount of effort that may be necessary (Zimmerman et al., in Ormrod, 2003). From factors such as these, students come to a conclusion-perhaps correct, perhaps not- about their chances of success.

The second is value: Students must believe that there are direct or indirect benefits in performing a task. Theorists have suggested several possible reasons why value might be high or low (Eccles et al., in Ormrod, 2003). Some activities are valued because they associated with certain personal qualities; for example, a boy who wants to be smart and thinks that smart people do well in school will place a premium on academic success. Other activities have high value because they are seen as means to a desired goal. For example, you may recall someone enjoyment of doing art as a passion for art and has goal she wants to achieve connected with art (Ormrod, 2003).

#### **2.4.1.4 Interest**

When people said that people have interest in a particular topic or activity, they mean that they find the topic or activity intriguing and enticing. Interest, then, is a form of intrinsic motivation. Positive affect accompanies interest; for example, people pursuing a task in which they are interested experience. It such as feelings pleasure, excitement, and liking (Hidi & Anerson in Ormrod, 2003).

Students who are interested in a particular topic show greater cognitive engagement in that topic (Pintrich et. al; Wigfield; in Ormrod, 2003). They are also more likely to learn in a meaningful and elaborative style-for example, by relating new material to things they already know, drawing inferences, forming visual images, generating their own examples, and identifying potential applications (Tobias in Ormrod, 2003). Thus, students who are interested in what they are studying are more likely to remember in the long term and use it as foundation for future learning.

#### **2.4.1.5 Goals**

Many motivation theorists said that people set goals for themselves and choose courses of action that they think will help them achieve those goals (Kaplan et al., in Ormrod, 2003). Some goals are short term and transitory; others are long-term and relatively enduring. Students' goals influence the level of interest to engage themselves actively in academic task. It also influences learning strategies they use when they read and study (Nolen in Ormrod, 2003).

Goal setting is also an important component of self-regulated learning: Self-regulated learners know what they want to achieve when they read or study (Carver & Schunk; Schunk & Zimmerman; in Ormrod, 2003). Children and adolescents typically have a wide variety of goals. In addition, among their goals, there are certain core goals that drive much of what they do (Schutz in Ormrod, 2003). Furthermore, by achieving their goals in a particular domain, students enhance their self-efficacy for tasks and activities in that domain (Bandura & Schunk in Ormrod, 2003). To produce these benefits, goal must be accomplishable; if they are

unrealistically high, not success to achieve it may lead them to anxiety or depression (Bandura in Ormrod, 2003).

#### **2.4.1.6 Attribution**

Attribution theory attempts to discover how people perceive the cause of their behavior and then looks at the way their beliefs may affect their behavior (Fiske & Taylor in Parson, Hinson, Brown 2001). It is aligned with Dweck & Weiner in Ormrod (2003) who stated that the attributions people assign to the things that happen to them- their beliefs about what cause what- do indeed guide their future behavior. This theory beliefs that what happen in students' behavior is affected by their belief on something. For example, there are middle scholars who excited about their soccer team's victory over middle school across town. Their attributions for victory-whether they think it was due to hard work and practice, raw talent, a lucky break, and so on- will influence what and how much they do to achieve future victories (Ormrod, 2003).

#### **2.4.2 Factors Influencing Extrinsic Motivation**

According to Santrock in Dewi (2016) and Nurcholifah (2017), extrinsic motivation is often influenced by external incentives such as reward, punishment and classroom environment.

##### **2.4.2.1 Reward**

Reward is an object, stimulus, event, or outcome that is perceived as being pleasant and that can be reinforced (Lefrancois in Dewi, 2016). In line with it, Santrock in Dewi, (2016) also agree that rewards which convey information about

students' mastery can increase intrinsic motivation by increasing their sense of competence. In the other words, reward can be included on the factors to influence students' extrinsic motivation. However, Reward can also make students feel enough and stop trying their best which makes them have low performance on their study. For this reason, the lecturer should be careful on giving reward to the students.

#### **2.4.2.2 Punishment**

According to Lefrancois in Dewi (2016), punishment involves either the presentation of unpleasant stimulus or the withdrawal of a pleasant stimulus, as a consequence of behavior. For example, describing an acceptable behavior in advance and using punishment consistently for the students who did not do homework. The possible situation when the lecturer gives students a punishment is, whether students become more motivated or feel afraid and pressured or give a low performance on it.

In most cases, individuals who engage in some activity because of extrinsic motivation often will be very goal oriented and goal directed. However, the lecturer should know the situation when the rewards and punishment are suitable to given to the students since both of them have two effects.

#### **2.4.2.3 Classroom Environment**

Linnenbrink and Pintrich in Nurcholifah (2017) stated that differences between the objective qualities of a classroom environment that might impact on motivation and students' subjective perceptions of those same environmental

conditions. For example, the students who learn in good class with good friends and the lecturer will have good understanding because the environment supports them to learn better.

## **2.5 The Lecturers' Strategies in Motivating the Students**

In order to improve students' motivation in learning speaking, here are five strategies that lecturer can implement according to Dailey (2009):

### **2.5.1 Setting Good Example**

In order to make students to have a positive attitude towards L2 culture, the lecturer must set a good example in their actions. For example, for the native speaking-lecturer, it may be natural to have enthusiasm about their culture. However, the lecturer should remember that they should encourage a positive attitude in their students, but not force one. This action can be done by building a good relationship with the students, as well as being helpful, friendly, and enthusiastic in class (Dailey, 2009).

### **2.5.2 Familiar with L2 Culture**

In order to have a positive outlook, students need to be familiar with the L2 culture. Especially for English, this 'L2 Culture' has turned into a global community. So, it better for the lecturer to promote a general cross-cultural awareness rather than familiarizing students with just traditional native-speaking countries. Dornyei in Dailey (2009) state that to encourage positive attitudes, the lecturer should focus on cross-cultural similarities not just difference.

Invite native speaker and non-native speakers of English to the class and talk about their culture also how they use English in their daily lives are also another idea to make students familiar with the culture. It may encourage the interest of the student to learn more.

Another idea to encourage a positive attitude of the students is decorating the classroom with L2 paraphernalia and exposing students to authentic L2 materials. Surrounded by L2 materials will make students feel that the culture is less foreign and able to bring about enthusiasm in students (Dailey, 2009).

### **2.5.3 Relative to The Students' Interest**

The lecturer should make the class as interesting as possible by creating material that are relevant to the students' interest. It can be done by make games and activities that the students fine challenging, yet enjoyable. Using material and participating in activities that are relevant to their interests will bring enjoyment on the classroom. It also can be a motivation to learn the L2 for the students (Dailey, 2009).

### **2.5.4 Positive Image of Ideal Self**

Help students to create a positive image of their ideal self in their mind such as talk about where and what kind of person the students see themselves in the future is also one of the strategies. At that point, by working together, the lecturer and students can set personal goals of how to attain this *ideal self* and make the achievement of these goals realistic. Small steps to reach these goals can show students that learning a language can be possible, as well as helping them manage

their progress to avoid feeling overwhelmed by the expansiveness of the L2. Set the goal together could increase the student's motivation if those goals are believed to be attainable (Dailey, 2009).

### **2.5.5 Learner Autonomy**

Steer clear of external pressure by encourage learner autonomy is one of the lecturers' job. According to Dornyei in Dailey (2009), learner autonomy can minimize external pressures and encourages teamwork between the lecturer and students in organizing the learning process. The lecturer obligate to put the language learning responsibility into the students' hand in order to make the students can attribute their successes and failures to their own efforts rather than blaming external factors. So as to encourage learner autonomy, the lecturer must show students strategies such as study habits and create activities that develop analytical abilities (Dailey, 2009).